

**Spring 2019, 20 HIS 20 (D01L/45345)--The American Nation---3 Credits, 3 Hours
Monday/Wednesday, 10:00-11:15 AM, RBC 211B**

Dr. Katherine Culkin
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Office Hours, M/W 11:15-12:15
Office: TBA

Class Website: <https://his20spring19.commonsgc.cuny.edu/>

Course Description: The American Nation (HIS 20) is a one-semester survey of the history of the United States covering significant political, social, and cultural currents of the last 400 years. This class will introduce students to the major developments in United States history, with a focus on individual and collective action. Students will analyze how these developments helped shape American society and the United States' role in the global community.

Learning Community: This course is part of a learning community with English 111 D03L/45819 taught by Dr. Julia Rodas, which meets T/TH from 10—11:50. You must be enrolled in both courses; if you are not, speak to me at the end of the first class. Participating in the learning community will help you analyze sources and issues from different perspectives, reflect about the connections between academic disciplines, and develop an intellectual community with your peers.

Required Viewing and Reading: You do not need to buy anything for this class. We will be using Crash Course American history videos, which are available for free on the PBS website.

http://www.pbslearningmedia.org/collection/crash-course/?topic_id=1855 Other assigned material is available online (links on the class website) or through BCC Library databases or will be distributed in class.

Email: All email for the class will be sent to the email you have identified as your preferred email in Starfish (the default is your BCC email). Make sure you know how to access this email account and check it regularly. If you are having problems with your BCC email, go to the Technology Service Center in RBSC 308. I usually check my email at least once a day during weekdays. You can expect a reply within 24 hours of sending me an email, except during the weekend. If you have not heard from me after 48 hours, feel free to send a polite follow up, resending your original email. I do not open emails from sources I don't trust, so you are more likely to receive an answer from me if you use your BCC email.

Grades—Grades will be entered into the Blackboard Gradebook

Attendance and Participation—15%
Weekly Writing Assignments—20%
Midterm Essay—20%
Final Project, Part 1—15%
Final Project, Part 2—15%
1st Reflection—2.5%
2nd Reflection—2.5%
3rd/Final Reflection—10%

Attendance and Participation: You are expected to arrive in class on time and prepared, having already completed the work due for the day. *You are expected to participate in class activities in a thoughtful, engaged manner and show respect to all members of the class.* Work completed in class will help you develop important skills such as critical thinking and reading comprehension, as well as your ability to communicate through the written and spoken word. Therefore, it is critical that you attend class. *I do not give excused absences, even with documentation.* If you are late, it is your responsibility to inform me of

your presence *at the end of class*. If you arrive too late to participate in a meaningful way in the class, you will be marked absent. You can be late and/or absent 3 times without penalty; with additional absences and tardiness, you will lower your participation grade, even with documentation. If a situation (such as a hospital stay or family emergency) arises that makes it likely you will have a prolonged absence from school, contact me as soon as possible, so we can work out a plan to help you succeed. You will also lower your participation grade when you read or answer your phone, text, or engage in other behavior that interferes with your or other students' ability to concentrate on and participate in class activities. The only way to raise your participation grade is active participation in class discussions.

Weekly Writing Assignments: You will complete a weekly in-class writing assignment based on the week's reading & viewing the first fifteen minutes of the first class of the week (usually Mondays). If you are going to miss the first 15 minutes of class, but be present for the majority of the session, you can bring the assignment to class. You cannot make up this work, turn it in after class, or send it via email, but the lowest 3 scores will be dropped. You need to keep your weekly writing assignments together, as you will refer to them for your 2nd and 3rd reflections. Weekly Writing Assignments will be graded with a check minus (65%), check (85%) and check plus (100%).

Midterm essay. Your midterm essay will build on an essay you write in ENG 111, allowing you to revise it and add evidence from and analysis of historical sources. Details will be distributed later in the semester.

Final Project, Part 1. Part 1 of final project will be a shared assignment with ENG 111. You will receive the same grade for both classes. Details will be distributed in your English course.

Final Project, Part 2. Part 2 of your final project will count only towards your HIS 20 grade. It will require you to develop a way to present your project to an audience, either through recording or annotation. Details will be distributed later in the semester.

Date	Topic/Work Due On days there is nothing assigned, you are expected to come to class prepared to continue the conversation about work assigned earlier.
Mon. Jan. 28	Introduction 1 st Reflection/What is History—In-class writing
Wed. Jan. 30	<p>Contact & The Colonies</p> <p>Watch: Crash Course 2, Colonizing America</p> <p>Watch: Crash Course 3, The Natives and the English</p> <p>Watch: Crash Course, The Atlantic Slave Trade (This is from the World History course- http://tinyurl.com/gp76rr7)</p> <p>Read: Stolberg, Sheryl Gay. "Obama Has Ties to Slavery Not by His Father But By His Mother." <i>New York Times</i>, July 30, 2012. http://www.nytimes.com/2012/07/30/us/obamas-mother-had-african-forebear-study-suggests.html?smid=pl-share</p> <p>Weekly Writing 1: What questions does the article from the <i>New York Times</i> raise for you about how historians research the past and what they do when they don't have complete information? How does the article add to or complicate your understanding of the history of slavery? How does it add to or complicate from the information in the Crash Course videos?</p>

<p>Mon. Feb. 4</p>	<p>American Revolution Watch: Crash Course 5, The 7 Years War and the Great Awakening Watch: Crash Course 6, Taxes and Smuggling Watch: Crash Course 7, Who Won the American Revolution Watch: Blows Must Decide: http://www.veoh.com/watch/v46825566r5ac7tZR Alternative link for Blows Must Decide: https://www.dailymotion.com/video/x6j22my</p> <p>Weekly Writing 2: What were some of the biggest challenges the colonies had to overcome to decide to declare independence? What sources and techniques does the director of “Blows Must Decide” use to convey information about the Revolution? How does the video add to or complicate the information in the Crash Course videos?</p>
<p>Wed. Feb. 6</p>	
<p>Mon. Feb. 11</p>	<p>The Early Republic Watch: Crash Course 8, The Constitution, The Articles, and Federalism- Watch: Crash Course 9, Where US Politics Came From Watch: Crash Course 10, Thomas Jefferson and His Democracy Read: Kalman, Maira. “Time Wastes Too Fast.” <i>New York Times</i>. June 25, 2009. http://kalman.blogs.nytimes.com/2009/06/25/time-wastes-too-fast/?_r=0 Read: LeFlourina, Talitha. “When Slavery is Erased from Plantations.” <i>The Atlantic Monthly</i>, Sept. 2, 2018. https://www.theatlantic.com/entertainment/archive/2018/09/when-slavery-is-erased-from-plantations/568765/</p> <p>Due: Response Paper 3: What do Maira Kalman’s illustrations add to your understanding of Thomas Jefferson? What concerns does LeFlourina raise about how plantation museums depict slavery? How do the Kalman blog/illustrations and the LeFlourina article add to or complicate the information in the Crash Course videos?</p>
<p>Wed. Feb. 13</p>	
<p>Mon. Feb. 18</p>	<p>President’s Day—No Class</p>
<p>Wed. Feb. 20</p>	<p>The Market Revolution/Jacksonian America Watch: Crash Course 12, The Market Revolution Watch: Crash Course 14, The Age of Jackson Play: At least two rounds of the Eliza Page/Mill Girl’s game https://www.uml.edu/tsongas/bringing-history-home/page_00/index.htm</p> <p>Due: Response Paper 4: How does playing the Mill Girl’s game expand your understanding of the experience of people during the market revolution? How does it add to or complicate the information in the Crash Course videos?</p>

Mon. Feb. 25	<p>Reform in 19th-Century America Watch: Crash Course 13, Slavery Watch: Crash Course 15, 19th-Century Reforms- Watch: Crash Course 16, Women in the 19th Century Read: Cunningham, Vision. "Making a Home for Black History." <i>The New Yorker</i>, Aug. 29, 2016. http://www.newyorker.com/magazine/2016/08/29/analyzing-the-national-museum-of-african-american-history-and-culture</p> <p>Weekly Writing 5. What are the author of the article’s critiques of how the museum depicts slavery? What do you think the museum director means when he states, "What I argue is: This is not a <i>black</i> museum. This is a museum that uses one culture to understand what it means to be an American." How does this approach to depicting history to the public compare to the approach in the Hall of Fame? How does reading the article about the museum add to or contrast to the information in the Crash Course videos?</p>
Wed. Feb. 27	

Mon. March 4	<p>Manifest Destiny/Sectional Crisis Watch: Crash Course 17, War and Expansion Watch: Crash Course 18, The Election of 1860 and the Road to Disunion Read: Weber, David. "Many Truths Constitute the Past." <i>US-Mexican War, 1846-1848</i>. PBS.Com. http://www.pbs.org/keramexicanwar/aftermath/many_truths.html Read: "Apuntes' and the Lessons of History." <i>US-Mexican War, 1846-1848</i>. PBS.Com. http://www.pbs.org/keramexicanwar/aftermath/apuntes.html</p> <p>Weekly Writing 6: What do the two articles suggest about the different ways Americans and Mexicans view the Mexican-American War? What do they suggest about the complications of history and how different countries see the same events differently? How does it add to or complicate the information in the Crash Course videos?</p>
Wed. March 6	

Mon. March 11	<p>Civil War & Reconstruction Watch: Crash Course 20, The Civil War, Part 1 Watch: Crash Course 21, The Civil War, Part II Watch: Crash Course 22, Reconstruction and 1876 Read: Serwer, Adam. "The Myth of the Kindly Robert E. Lee." <i>The Atlantic</i>. June 4, 2017. https://www.theatlantic.com/politics/archive/2017/06/the-myth-of-the-kindly-general-lee/529038/</p> <p>Weekly Writing 7: What does Serwer say is the myth about Robert E. Lee? How does he challenge that myth? Why does he think it develops? What does it suggest about why so many memorials of Lee were put up so many years after the Civil War ended? What is your opinion about what should happen to memorials of Lee and other Confederate soldiers? How does the article add to or complicate the information in the Crash Course videos?</p>
Wed. March 13	

<p>Mon. March 18</p>	<p>Industrialization, Urbanization, and Labor Watch: Crash Course 23, The Industrial Economy Watch: Crash Course 25, Growth, Cities, and Immigration Watch: Crash Course 26, The Gilded Age Watch: Crash Course 27, The Progressive Era Read: “Affidavit and Flyers from the Chinese Boycott Case.” Educator Resources, National Archives. Oct. 11, 2017.(Read the “Background” section and look at the documents (link on the left)). https://www.archives.gov/education/lessons/chinese-boycott Read: Anbinder, Tyler. “Todays Banned Immigrants Are No Different Than from Our Immigrant Ancestors.” <i>Perspectives on History</i>. Feb. 7, 2017. https://www.historians.org/publications-and-directories/perspectives-on-history/february-2017/todays-banned-immigrants-are-no-different-from-our-immigrant-ancestors</p> <p>Weekly Writing 8: What is Anbinder’s main point? What evidence does he offer to support it? What are the reasons, according the article on the Chinese Boycott Case, for prejudice against Chinese workers? What do the documents on Chinese Boycott case tell you about attitudes towards the Chinese? How does the articles add to or complicate the information in the Crash Course videos?</p>
<p>Wed. March 20</p>	<p>Meet in Lab 2nd Reflection (in class writing)</p>
<p>Mon March 25</p>	<p>American Empire/World War I Watch: Crash Course 28, American Imperialism Watch: Crash Course 29, America in World War I Watch: Crash Course 30, Women’s Suffrage Read: Skyler, Kathryn Kish and Kari Amidon, eds. “How Did Women Activists Promote Peace in Their 1915 Tour of Warring European Capitals?” <i>Women and Social Movements in the United States</i>. (Read the abstract, introduction, and at least 3 letters). http://womhist.alexanderstreet.com/hague/abstract.htm</p> <p>Weekly Writing 9: How do the documents help answer the question “How Did Women Activists Promote Peace in Their 1915 Tour of Warring European Capitals?” What connections did the suffragists make between the right to vote and world affairs? How does the documents add to or complicate the information in the Crash Course videos?</p>
<p>Wed. March 27</p>	<p>Midterm Essay due (revision of English Midterm, with primary sources)</p>

Mon. April 1	<p>Depression/World War II Watch: Crash Course, 33, The Great Depression Watch: Crash Course, 34, The New Deal Watch: Crash Course, 35, World War II, Part 1 Watch: Crash Course, 36, World War II, Part 2 Watch: The Latino Americans, Episode 2: Empire of Dreams (33:30-End)-- http://www.pbs.org/latino-americans/en/watch-videos/#2365076018 Watch: The Latino Americans, Episode 3: War and Peace—(Beginning-33:37) http://www.pbs.org/latino-americans/en/watch-videos/#2365076051</p> <p>Weekly Writing 10: How did the Great Depression influence the lives of Mexican Americans and Puerto Ricans? How did Latino Americans contribute to the war effort in World War II? What challenges did they face? What strategies and techniques does the director of the documentary use to convey information? How does the documents add to or complicate the information in the Crash Course videos?</p>
Wed. April 3	
Mon. April 8	<p>The Cold War Watch: Crash Course 37, The Cold War Watch: Crash Course 38, The Cold War in Asia Watch: The Fog of War--https://vimeo.com/149799416 (The entire video is 105 minutes long. If you don't have time to watch the entire thing, skip the portion from 21:00--53:00.)</p> <p>Weekly Writing 11: What role does McNamara think cultural misunderstanding played in the Cold War, particularly Vietnam? How does he depict what happened at the Gulf of Tonkin? What type of material and sources does the director use to convey information in the documentary? How do those material and sources influence your understanding of the events describes and McNamara opinions? How do the articles add to or complicate the information in the Crash Course videos?</p>
Wed. April 10	
Mon. April 15	<p>Rights Movements Watch: Crash Course 39, Civil Rights in the 1950s Watch: Crash Course 40, The 1960s in America Read: Kohl, Herbert. "The Politics of Children's Literature: What's Wrong with the Rosa Parks Myth." <i>Teaching a People's History: Zinn Education Project</i>. http://zinnedproject.org/materials/the-politics-of-childrens-literature-whats-wrong-with-the-rosa-parks-myth/ (PDF on website)</p> <p>Weekly Writing 12: What, according to Kohl, is usually left out of Rosa Park's story and why is that important? How do you think children's literature should tackle troubling issues like racism? How does it add to or complicate the information in the Crash Course videos?</p>
Wed. April 17	
Mon April 22, Wed. April 24	<p>Spring Break—no classes</p>

Mon. April 29	<p>The Rise of the Right/End of the Cold War Watch: Crash Course 41, The Rise of Conservatism Watch: Crash Course 42, Ford, Carter, and Economic Malaise Watch: Crash Course 43, The Reagan Revolution Read: Other assignments TBA Weekly Writing 13: TBA</p>
Wed. May 1	
Mon. May 6	<p>Turn of the 21st Century Watch: Crash Course 44, George HW Bush and the End of the Cold War Watch: Crash Course, 45. The Clinton Years, or the 1990s Watch: Crash Course, 46, Terrorism, War and Bush</p> <p>Select <i>one</i> of the documentaries below to watch. Watch: The Endless Election: https://www.youtube.com/watch?v=qcz6NSyxfQ OR Watch: Unprecedented: https://www.youtube.com/watch?v=9aIp_I4Yxq8</p> <p>Weekly Writing 14: What were some of the steps taken by each side in the Florida recount? What were some of the motivations and consequences of those steps? Do you think this documentary is biased or not? Why? How does the documentary add to or complicate the information in the Crash Course videos?</p>
Wed. May 8	Meet in lab
Mon. May 13	Meet in lab Due: Final Project, Part 2
Friday May 17	Due: 3rd Reflection

Learning Outcomes

Students will:

1. Identify and apply the fundamental concepts and methods of the history of the United States in written assignments
2. Analyze different points of view about major developments of American history through the analysis of primary sources in written assignments
3. Evaluate, through the analysis of primary documents, how various groups of people, including indigenous populations, slaves, and immigrants, have shaped the development of the United States.
4. Evaluate the evidence in and arguments of historical sources in essays on exams or research project
5. Develop a thesis and support it with evidence from the historical sources in essays
6. Identify, interpret and assess sources by completing a research project related to the Hall of Fame for Great Americans.

Accommodations: Any student who feels that s/he may need an accommodation based upon the impact of a permanent or temporary disability, should contact me privately. I am committed to ensuring the full participation of all students in this class. The Office of disAbility Services (ODS) serves as a clearinghouse on disability issues and works in partnership with faculty and all other student services offices. They work with students confidentially. The ODS is located in Loew Hall, Room 213. Their webpage is www.bcc.cuny.edu/disability-services or call 718/289-5874 for more information.

Plagiarism: Academic dishonesty is a serious offense and will be treated as such. **All work submitted by students must be original work.** Any attempt to pass someone else's work off as your own will be penalized and action will be taken. Additionally, if you are found guilty of any academic violations, the instructor will recommend the most severe penalties – including expulsion – to the Academic Judiciary Board. If you have any questions about plagiarism and academic honesty, the instructor strongly recommends that you consult with her. For more information on CUNY's policies on academic dishonesty, see the BCC Catalog, pp. 72-74, http://www.bcc.cuny.edu/College-Catalog/2017-2018/2017_2018_College_Catalog.pdf

Tutoring: The History Department tutors are available Colston 345 on a walk-in basis (no appointment necessary). Tutoring usually runs from the third week to the last week of the term. Check the schedule on the door of Colston 345 or visit <https://bcc-cuny.digication.com/historytutor/Welcome/published>.